



**2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019**

NOGA ID

Authorizing legislation **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
 Texas Education Agency  
 1701 N. Congress Avenue  
 Austin, TX 78701-1494



Grant period from **February 1, 2020 - August 31, 2021**

Pre-award costs are not permitted.

**Required Attachments**

Attachment 1: *Leverage Leadership Readiness Assessment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

2020-090571

701-18-105-005

**Shared Services Arrangements**

SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The Greenville ISD student population is diverse and includes 41% Hispanic learners. However, only 1 of 9 GISD principals are Hispanic. In addition, only 3 of 9 campus principals are male. There is a need to increase the number of Hispanic male principal candidates.	Implement an intentional recruitment and selection process to expand the diversity of candidate pools. (1) Include applicant identification to enroll teachers with a high probability of raising achievement in low performing schools; and (2) Utilize interviews to rate cognitive and personality traits predictive of success.
Greenville ISD employs nine Principals. Four Principals were replaced for the 2019-20 school year based on failure to meet student achievement goals. There is a need to prepare effective instructional leaders.	Partner with the Texas Tech University to implement a Principal Fellows Program resulting in a Master degree in Educational Leadership & Principal Certification. (1) Provide course content that emphasizes instructional leadership; (2) Utilize criterion standards to ensure high-quality learning experiences for candidates.
On average, 50% of GISD campus leaders leave the district after six years. The turnover rate is significantly higher than state averages. There is a need to develop strategic leadership skills to increase success & tenure.	Implement a rigorous program with ongoing support to ensure Fellows graduate prepared to be successful in the role of Principal. (1) Provide a full-time, 15 month EPP with a focus on authentic campus based leadership experiences; (2) Fellows receive continuous support from GISD Principal Mentor and a TX TECH Coach.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the Texas TECH University Principal Fellows Program residency period, 100% of Greenville ISD principal candidates will graduate with a Master of Education in Educational Leadership and a Professional Principal Certification qualifying them to serve as a Principal in the district.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

(1) Greenville ISD and TX Tech University faculty complete program design including identification of campuses, selection of principal mentors, and creation of a grant calendar outlining activities and events; (2) Application process completed and four diverse Principal Fellows selected for clinical residency program by March 15, 2020; (3) GISD Principal Mentor matched to each Fellow and meetings begin by March 31, 2020; (4) Four Fellows meet enrollment requirements and pay TTU tuition/fees by April 15 to take 6 credit hours toward Master of Educational Leadership degree during summer 2020; (5) Attend TEA Principal Residency Institute in June 2020; (6) Texas Tech Educational Leadership Faculty Coaches meet at least two times with Fellows by August 7, 2020; (7) GISD Fellows successfully complete 6 credit hours toward Master of Educational Leadership during summer semester of 2020; (8) Fellows pay tuition and fees for 6 credit hours to be taken in fall semester of 2020; (9) Project Coordinator collects data and submits program reports to TEA in the format and time requested.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

(1) Four Principal Fellows complete job-embedded assignments with support of GISD Principal Mentors and Texas Tech Faculty Coaches; (2) Principal Mentors meet with Fellows and provide observation feedback at least once each week; (3) Texas Tech Faculty Coaches complete at least two site visits and provide observation feedback with each Principal Fellow by December 9, 2020; (4) Four GISD Principal Fellows successfully complete 6 credit hours toward Master of Educational Leadership by Dec 16, 2020; (5) Four GISD Principal Fellows complete Principal Fellow Survey (perception of mentoring and coaching) by December 18, 2019; (6) Four Principal Fellows pay tuition and fees for 6 credit hours to be taken in spring semester of 2021; (7) Principal Preparation Project Coordinator submits reports to TEA in the format and time requested.

**Third-Quarter Benchmark**

(1) Four Fellows successfully complete job embedded leadership assignments; (2) Mentors meet with Fellows and provide observation feedback once each week; (3) Faculty Coaches complete at least two site visits and provide observation feedback by May 12, 2021; (4) GISD Fellows meet or exceed expectations on T-TESS during induction period; (5) Principal Fellow evaluation data compiled for spring semester by May 12, 2021; (6) Four Fellows successfully complete Master degree by May 12, 2021; (7) Four Fellows successfully complete the TExES Principal 268 Exam and Performance Assessment for School Leaders (PASL) to become certified to serve as a Principal; (8) Four Fellows complete Principal Fellow Survey by June 30, 2021; (9) Fellows complete Resident Evaluation and Program Evaluation Rubrics (exit performance of graduate on the Texas 268 Identified Integrated Pillars) by June 30, 2021; (10) Four Fellows apply for leadership position in GISD for 2021-22 school year; and (11) All required data and reports completed and sent to TEA in the format and time requested.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Greenville ISD and the Texas Tech Educational Leadership Department propose to work together during the 2020-21 school year to implement a Principal Fellows Partnership Program. As a result of the program, four teachers will become effective school leaders ready for a position of leadership in GISD. The district will form a Principal Preparation Strategic Planning Team to collect and analyze data and make necessary adjustments and modifications to meet project goals.

**Project Evaluation Data:** Under the direction of the GISD Deputy Superintendent, the Strategic Planning Team of district and university educators developed a grant calendar for the 2020-2021 Principal Residency Grant Program. The plan outlines SMART goals, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. The project plan includes all TEA mandatory performance measures to generate reliable data on the effectiveness and efficiency of the Principal Fellows Program. GISD agrees to collect data and comply with any evaluation requirements requested by the Texas Education Agency.

**Necessary Adjustments:** The Deputy Superintendent will guide the Strategic Planning Team in utilizing Site Based Decision Making processes to monitor the implementation of the project. The team will meet at the end of each quarter to collect and analyze project and participant data. Project level data including fidelity of implementation rubrics will be monitored to ensure activities are implemented as indicated on the grant calendar. Participant data monitored to evaluate Principal Fellow progress will include: T-TESS performance, Walk-Through Observation scores, Teacher Surveys, Master Course Completion, TAIS performance, and student STAAR results. The Strategic Planning Team will use the data and feedback to revise grant activities and associated benchmarks to meet performance outcomes at the end of each quarter and the SMART goal by the end of the grant period.

**Communication:** The Strategic Planning Team will meet four times during the grant period. The team will present formative and summative evaluation reports to the District Improvement Team, Superintendent, and Board of Trustees after each meeting. The district level team will work with the university to use evaluation reports to make modifications to the educator preparation program for the upcoming school year.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2021 Principal Preparation Grant Program, Cycle 3 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Principal Residency Grant Program, Cycle 3 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

The applicant assures that residents do not have significant classroom responsibilities.

The applicant assures that residents do not hold a principal certification in the state of Texas.

The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2020.

The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

The applicant assures that Attachment 2: *Principal Residency Grant Fidelity of Implementation Rubric for LEAs and Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [Heather.Salaz@tea.texas.gov](mailto:Heather.Salaz@tea.texas.gov) for approval.

The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 7 of 2020-2021 Principal Residency Grant Program, Cycle 3 Program Guidelines.

**Statutory/Program Requirements**

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

Greenville ISD and the Texas Tech University Educational Leadership faculty members have established a process for the recruitment and selection of interns. Each component of the targeted recruitment plan includes both GISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' Principal Fellows.

**Ensuring Diversity:** Greenville ISD serves 5,469 students. The diverse student population includes Hispanic (41%), White (37%) and African American (17%) learners. GISD employs nine campus principals including five White, three African American, and one Hispanic leaders. The majority (67%) of campus principals are female. To identify highly effective teacher candidates, recommendations will be sought from district administrators, principals, counselors, and lead teachers. To ensure the ethnicity and gender of principal candidates reflects the student body, GISD leaders will be instructed to consider all nominations with a focus on Hispanic and/or male candidates.

**Recruitment Practices:** In the spring of 2020, Greenville ISD will hold a Principal Fellows Seminar to showcase the residency program. GISD educators nominated to attend the program will be limited to teacher leaders who do not currently hold a principal or mid-management certification and have not held a principal role and have been employed by the district for at least three years. From this subset of district employees, diverse teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits in improving academic achievement for at-risk learners will be nominated to attend the event. During the event, prospective Fellows will learn about the program. Principal Mentors and Faculty Coaches will be in attendance to talk with applicants.

**Applicant Identification:** Teachers who wish to become Principal Fellows will submit an application that summarizes educational background, certification areas, and teaching experience. Collected information will also include a professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. The selection team will then screen the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by the TEA. (1) Evidence of Measurable Student Achievement: The search team will utilize Edugence student data (CIRCLE, TPRI, STAAR, and GISD Summative Test scores) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong of evidence of success with traditionally low performing student groups will be given the highest ratings; (2) Strong Evaluations and Appraisals: A review of formative and summative T-TESS evaluation rubrics over a three year period will be conducted to determine each teacher's strengths and weaknesses. Highest ratings will be given to candidates with distinguished achievement in T-TESS Planning and Instruction domains; (3) Interpersonal Leadership: Letters of recommendation from GISD leaders and T-TESS scores in Learning Environment and Professional Practices domains will be reviewed to determine excellence in working with students and peers; (4) Effective Response to Observations and Feedback: T-TESS and walk-through observation scores will be reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset: Personnel records and resumes will be reviewed to determine instructional leadership roles sought and achieved by the candidate within the grade level or campus (Teacher Leader, Grade Level Coach, Content Area Coach, etc).

**Predictor Assessment:** Following the vetting and selection of candidates at the district level, potential candidates will be required to complete an application that includes open-ended questions on educational leadership. The selection team will review the application to evaluate the candidate's cognitive knowledge of school improvement, as well as, demonstration of behavioral traits such as problem solving, interpersonal, and leadership skills. Once the screening has been completed, Principal Fellow candidates will be ranked based on a predictor assessment rubric. Four candidates will be selected to attend a final interview.

**Resident Selection:** Texas Tech Educational Leadership faculty members will conduct the final phase of the selection process by hosting a virtual live interview with the candidates put forward by Greenville ISD leaders. The interview will consist of questions on leadership dispositions including content and instructional knowledge, advocacy for at-risk students, and leadership mindset. During the interview process, faculty members will examine GISD selection notes, application identification evidence, and predictor assessment rubrics. The district and university partners will discuss overall attributes and scores to select four candidates for participation in the Principal Partnership Fellow Program.



**Statutory/Program Requirements**

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The Principal Fellow Program is a collaborative partnership between Greenville ISD and Texas Tech University to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. The GISD Deputy Superintendent will oversee planning, implementation and evaluation of the project. Each Fellow will be employed in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a GISD Principal Mentor and Texas Tech Faculty Coach. Fellows will be required to give up regular teaching responsibilities and relocate to the Principal Mentor's campus for the residency. During the 15 month internship, students will earn a Masters of Education in Educational Leadership degree and Texas Principal certification.

**Clinical Learning in Authentic Setting:** The Masters of Education in Educational Leadership degree is a 36 hour on-line program with 30 hours of core content and 6 hours of Principal Internship. The Educational Leadership faculty at Texas Tech University designed course curriculum, job-embedded leadership opportunities, resources and materials, and assessment measures to meet skill requirements of the 268 Identified Integrated Pillars. During the summer of 2020, Fellows will attend an intensive Summer Institute and complete 6 hours of graduate courses. Beginning in August, Fellows will work 40-60 hour weeks as an intern at a GISD campus as they complete 30 hours of graduate coursework that includes sustained and rigorous clinical learning assignments in the following topics: Instructional Leadership, Decision Making and Mindset skills, Equity Audits and Data Literacy, Leading Professional Learning Communities, Unpacking the T-TESS and Instructional Coaching Frameworks, Using Law and Policy to advocate for students, Establishing SMART Goals and Progress Monitoring, and Using Quarterly Planning to Improve Teaching and Learning. Course content will be provided by Texas Tech faculty through synchronous live virtual group learning. An Educational Leadership faculty member will be assigned to each Fellow as a Faculty Coach. The coach will work with the Fellow weekly and visit the intern at least six times annually. The GISD Principal Mentor will provide continuous on-site support and feedback to ensure the intern successfully completes job-embedded assignments. Seventy percent of the Fellow's evaluation will be tied to performance in school and community leadership (T-TESS performance), instructional leadership (observation data, teacher survey results, course completion rates), and administrative leadership (TAIS performance). Thirty percent of the Fellow's evaluation will be tied to student scores on three sections of STAAR - student achievement, closing the gaps, and college readiness.

**School and Community Leadership:** During the residency program, Principal Fellows will shadow the Principal Mentor in the T-TESS evaluation of campus educators. Each Fellow will be assigned to support the instructional growth of two struggling teachers through a full T-TESS Pre-Observation-Post (POP) coaching cycle. A video capture of the POP Cycle will provide data, artifacts, and evidence to aid the Fellow in providing appropriate coaching for individual teachers and training for PLC teams. T-TESS scores, TAIS results, and STAAR scores will be used to assess the Fellow's ability to use the POP process to address campus challenges, improve student achievement, and achieve school success.

**Instructional Leadership:** Principal Mentors will guide Fellows in leading PLCs to model the use of data to make instructional decisions that improve student performance in a targeted area of need. In addition, Fellows will work with the teacher teams to advance advocacy practices and instructional programs for children with special needs emphasizing English Language Learners, Special Education students, and Deaf Education students. Faculty Coaches will provide virtual group learning support and Principal Mentors will provide face-to-face coaching sessions in data-use, instructional coaching, and leadership competencies. Multiple instruments will be used to assess the intern's achievement and growth in instructional leadership including performance data from three observations conducted by university faculty during site visits, teacher survey information collected from participants, and master's degree course completion rates and grades.

**Administrative Leadership:** During the residency, Fellows will work with the Principal Mentor to use the TAIS common framework to identify five areas of need. The mentor will guide the Fellow in working with campus staff during PLCs to develop SMART school improvement goals, collaboratively identify and implement interventions, and monitor growth based on critical success factors and performance targets. The Mentor and Faculty Coach will provide continuous support to ensure the Fellow implements each phase of the school improvement assignment successfully. TAIS indicators will be used to evaluate the administrative leadership performance of the intern in effectively implementing school improvement.

**Statutory/Program Requirements (Cont.)**

3. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Data-Driven Instruction provided in Attachment 1.

Greenville ISD has a data-driven instructional system. Teachers in each subject area across all grade levels administer nine week Summative Tests, semi-annual State of Texas Assessments of Academic Readiness (STAAR) benchmarks, and end-of-year STAAR exams. In grade levels K-6, tests are administered in Reading, Math, and Science. In grade levels 6-12, the unit tests are also administered in Social Studies and include content aligned to college entrance exams. Campus calendars are published to delineate nine week, STAAR, and college entrance exam testing dates, as well as, Professional Learning Community meetings, and staff development. Campus leaders attend ESC Region 10 training each year to lead staff development in using the Edugence system and a data-use protocol to analyze campus, teacher, and student data. At the beginning of the school year and end of the first semester, the Principal leads campus teams in using the system and protocol to analyze STAAR exam and benchmark data, identify school-wide trends, and create 90 day action plans delineating campus achievement goals. A Lead Teacher guides peers in implementation of the action plan including modeling data disaggregation, adjusting curriculum based on student information, demonstrating instructional best practices, and conducting peer observations to provide feedback. Each nine weeks, during planning sessions, the Lead Teacher works with peers to use Curriculum Checks, student work samples, and classroom observations to identify student strengths and weaknesses. Based on the information, the educators plan classroom and homework activities that ensure all learners master essential knowledge and skills, extend lessons to develop higher order thinking skills, and re-teach content when students are struggling. The Principal and Assistant Principal at each campus conduct observations and provide feedback and assistance (co-teaching/teaching demonstrations, etc.) when teachers need assistance to improve student achievement. As a team, the campus educators use the data-driven instruction system to improve student performance and achievement.

4. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Observation and Feedback provided in Attachment 1.

**Content Knowledge/Instructional Best Practices:** Greenville ISD provides training for the content areas of ELA/Reading, Math, Science and Social Studies during designated in-service days. A Lead Teacher meets with peers each week at PLC meetings. During the meetings, the content area experts work with teachers to examine student performance data to determine the highest leverage issue in the class, work collaboratively with teachers to create action steps that are implemented in small increments to provide measurable and observable performance outcomes. The peer mentor models instructional strategies for teaching targeted TEKS during PLC training sessions, co-teaching, or coaching sessions.

**Observation and Feedback:** Teachers attend annual training on using T-TESS domains and performance standards to improve teaching and learning. Principals review performance standards and related criteria with educators at faculty meetings. At least once each semester, Principals and Assistant Principals schedule and conduct walk-through observations to determine each educator's ability to teach differentiated, content specific lessons. The observation cycle includes a pre-conference, observation, post-conference, and end-of-year conference. During the pre-conference, the appraiser and teacher mutually discuss the upcoming lesson observation with a focus on the interrelationships between four domains: planning, instruction, the learning environment and student outcomes. During observations, the evaluator has the ability to provide real-time feedback to support teaching and learning and give the teachers a sense of support and encouragement. The evaluator uses the T-TESS Observation Evidence Sheet to capture detailed, strategically-scripted information. The form is used as a common system for reporting feedback in each domain allowing educators to track the number of observations conducted, individual strengths and weaknesses, action steps issued, and improvement realized. The form enables school leaders to graph trends across teacher evaluations for use in identifying topics of future staff trainings. After the observation, the Post Conference Plan Template is used by teachers to provide self-analysis of areas that need to be reinforced and areas that need to be refined. The End-of-Year Conference provides an opportunity for the appraiser and the teacher to summarize observations, formalize evidence and final evaluation scores, and discuss the educator's future goals and training plans.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**5A: Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>



**Request for Grant Funds**

Matched amount (number of principal residents participating in program x \$15,000) 60,000

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 4

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)**

**BUDGET**

Salary and fringe (\$43,000 salary and \$7,000 fringe) for Asst. Principal Interns	200,000
Tuition (\$12000/candidate for 36 hours)	48,000
Stipends for mentor principals (\$1,000/mentor)	4,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Texas Tech professional development for resident. Includes site visit (6 visits x \$1800/visit)	20,000

**SUPPLIES AND MATERIALS (6300)**

Curriculum textbooks for residents	2,000
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**OTHER OPERATING COSTS (6400)**

Travel for board, supt, etc.	600
Certification exam costs for residents (prep (\$200) and 2 exams (\$550) = \$750/resident)	3,000
Travel for residents for IHE/EPP training or coaching purposes - Institute in Austin	2,400


Total Direct Costs 280,000

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 280,000

### Leading Data Driven Culture:

*How would you describe your team's...*


	
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	<p>3</p>
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	<p>3</p>
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	<p>3</p>
<p>d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?</p>	<p>3</p>
<p>e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?</p>	<p>3</p>
<p>f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?</p>	<p>3</p>
<p>g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?</p>	<p>3</p>
<p>h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?</p>	<p>3</p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>3</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>3</p>

# RELAY/GSE

## Attachment 1: Leverage Leadership Readiness Assessment

### Leading Observation Feedback

*How would you describe your team's...\**

	
<p>a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?</p>	3
<p>b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?</p>	3
<p>c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?</p>	3
<p>d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?</p>	3
<p>e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?</p>	3
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>	3
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>	3
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>	3
<p>i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?</p>	3
<p>j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?</p>	3